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ABSTRACT

A survey was conducted to define the career development needs of women in five school districts which form the Metropolitan Adult Education Program (MAEP) area (San Jose, California). (The survey was a first step in a project to demonstrate the transferability of existing career development programs from other school areas to designated need populations within the MAEP area.) A random sample of 320 women were interviewed. Their responses comprised survey I. An additional 41 women were surveyed by telephone. These interviews comprised survey II. Questions asked in the survey attempted to assess the identification of women with occupational choice, recognition by women that any woman may need to work, preparation already made for work outside the home, and self-identified career development needs. Priority career development needs that were identified include the following: Women want and need to continue learning; women need to become more realistic about their future life situations; women need to learn how to make career related decisions; they need more career information and supportive services in order to continue their education; they desire a personalized atmosphere in continuing education courses; and some women (widely scattered) need citizenship classes. The report contains general findings of survey I and survey II including, conclusions, personal characteristics, career status, and preferences. Findings of survey I are also reported by district. An appendix contains the survey instrument, random walk instructions, a table on selected characteristics of sample census tracts, and census tract data. (TA)

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ED134796

SURVEY

CAREER DEVELOPMENT NEEDS OF WOMEN

CONDUCTED BY

Economic & Social Opportunities, Inc.
1460 Koll Circle, San Jose, CA 95112

PREPARED FOR

PROJECT CAREERS
Metropolitan Adult Education Program
San Jose Unified School Distirct

MAY 1975

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PREFACE

In July 1974, the San Jose Unified School District commenced a special project under USOE Vocational Education Act, Part C, to demonstrate the transferability of existing career development programs from other school areas to designated need populations within the Metropolitan Adult Education Program (MAEP) area. The general objectives of the project, titled Assessing and Field Testing Career Planning and Development Approaches for Adults: Focus on Ethnic Minorities and Women are:

1. To identify viable career guidance, counseling, placement and follow-up approaches which are being used with adult populations in the nation.

2. To implement and field test two approaches in an effort to design prototype materials to meet the needs of ethnic minority and women adults in the San Jose area.

3. To disseminate a catalog of programs and a manual for implementation.

PROJECT CAREERS, as the special project is popularly titled, has gathered a task force of individuals including MAEP representatives, leaders of organizations now working with ethnic minorities and women in career development, and representative minority persons and women from primary target areas. This group acts in an advisory role to the District: reacting to needs assessment plans presented by MAEP and assisting in the identification and selection of models to be tested.

Economic and Social Opportunities, Inc., (ESO), the non-profit poverty agency for Santa Clara County, was contracted to carry out a survey of the CAREER DEVELOPMENT NEEDS OF WOMEN in the five school districts which comprise the Metropolitan Adult Education Program area. The results of that survey are outlined in the following report.

Coordination of the survey was supervised by Mrs. Lynn McCord who prepared the data and conclusions. Surveyors were Lela Austin, Patricia Clemmetson, Isabelle Holquin, Laura Holt, Rose Weis and Jan Williams.

Editing and final draft were completed by Ruth Ellen Andersen, Senior Planner. Typing was done by Inez Roybal and Joani Olamit.

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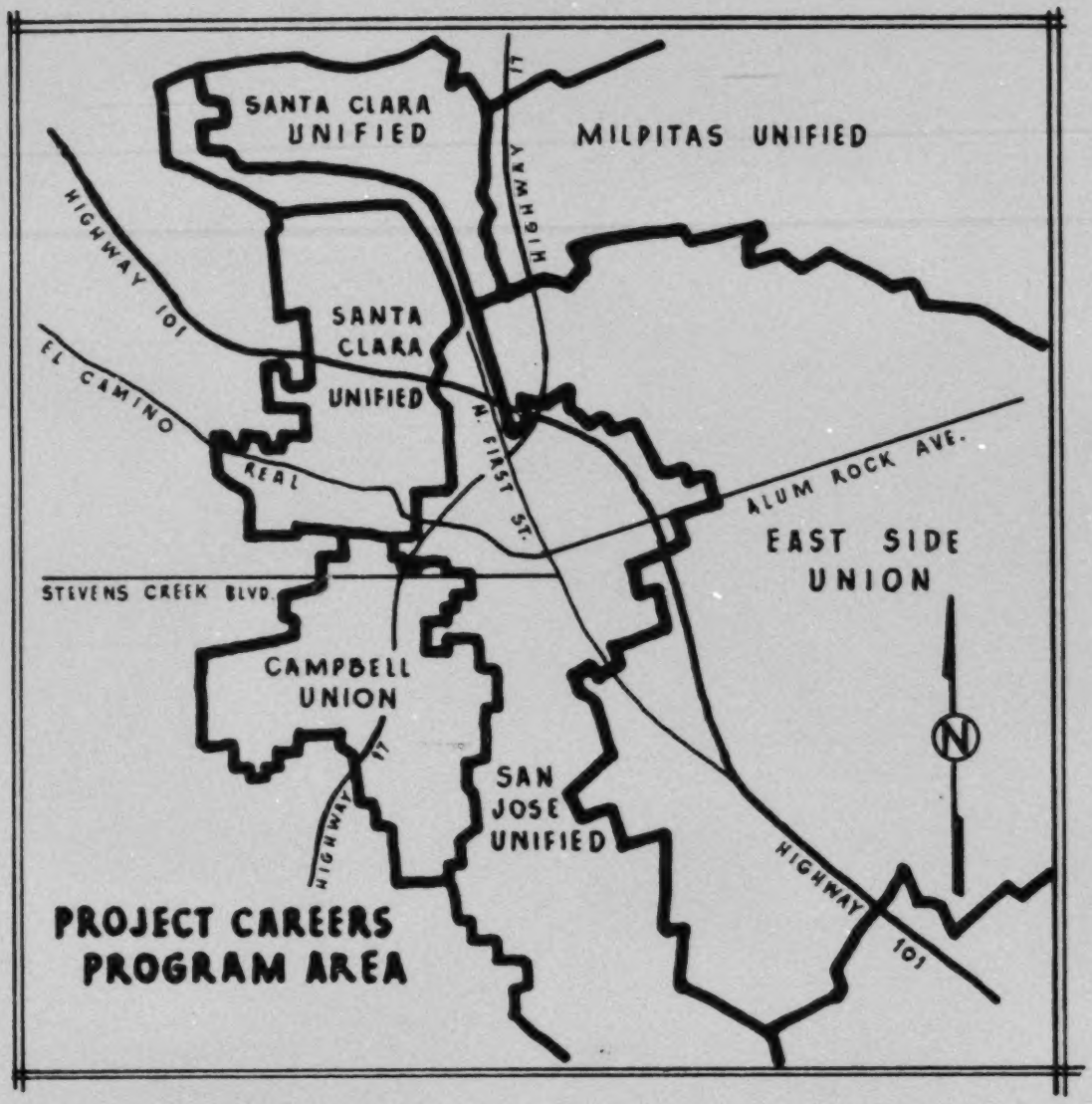
GEOGRAPHIC AREA OF SURVEY

The Metropolitan Adult Education Program district boundaries encompass five large school districts: Milpitas Unified School District and Eastside Union High School District on the east side of the central Santa Clara County Valley; San Jose Unified School District on the south; Santa Clara Unified School District and Campbell Union High School District on the west.



The CAREER DEVELOPMENT NEEDS ASSESSMENT was carried out in all sections of the broad geographic area served by MAEP.

DEMOGRAPHIC PROFILE OF SURVEY AREA

With a few exceptions, the population living in the five school districts which comprise the Metropolitan Adult Education Program area have similar statistical dimensions. About 40% of the population is between the ages of 18-44 years. Approximately 23% of the population has a Spanish Surname/Spanish language heritage. Less than 3% are Black. 11% of the population are post-marital (widowed, divorced, separated). 34% of females over 16 years of age are employed. 8% of the households have less than poverty guideline incomes according to 1970 U.S. Bureau of Census figures. About 18% of the total households are headed by women.

The tables below describe the similarities and differences in demographic data for the PROJECT CAREERS survey area. All data is taken from Profile '70 published by the Social Planning Council of Santa Clara County and the Santa Clara County Planning Department (except as separately noted).

TABLE 1: AGE

District	Total Pop.	0 - 5 #	%	5--17 #	%	18 - 44 #	%	45 - 64 #	%	65 + #	%
Campbell	231,430	20,280	8.8%	68,074	29.4	91,295	39.4	39,572	17.1	12,211	5.3
Santa Clara	110,151	10,308	9.4	29,817	27.3	45,137	41.3	18,883	17.3	5,218	4.8
Milpitas	37,418	3,235	11.8	9,452	34.5	11,057	40.3	3,067	11.3	607	2.2
Eastside	185,081	24,104	13.0	59,322	32.1	72,497	39.1	22,329	12.1	6,819	3.7
San Jose	172,910	15,160	8.8	38,502	22.3	70,819	40.9	32,042	18.5	16,387	9.5

TABLE 2: RACE/ETHNIC DISTRIBUTION

	Total Pop.	Non Minority #	%	Spanish Surname/ Language #	%	Oriental #	%	Black #	%	Other #	%
Campbell	231,430	201,754	87.2	22,296	9.6	5,070	2.2	921	0.4	1,389	0.6
Santa Clara	110,151	85,184	77.3	19,292	17.5	3,515	3.2	922	0.8	1,237	1.1
Milpitas	27,418	19,377	70.7	5,101	18.6	883	3.2	1,411	5.1	646	2.4
Eastside	185,081	109,851	58.7	59,133	32.0	5,152	2.8	8,392	4.5	2,512	1.4
San Jose	172,910	122,351	70.7	39,990	23.1	5,518	3.2	2,865	1.7	2,186	1.3

TABLE 3: MARITAL STATUS DISTRIBUTION (14 YEARS+)

School District	Total Pop. 14 Yrs. +	Married		Single		Other	
		#	Percent Of District Population	#	Percent Of District Population	#	Percent Of District Population
Campbell	162,873	107,240	65.8	38,277	23.5	17,356	10.6
Santa Clara	77,692	50,594	65.1	18,232	23.4	8.866	11.4
Milpitas	16,835	11,910	70.7	3,535	21.0	1,390	8.3
Eastside	115,541	80,345	69.5	24,811	21.5	10,385	9.0
San Jose	130,170	74,935	57.6	36,755	28.2	18,480	14.2

TABLE 4: LOW INCOME HOUSEHOLDS

School District	Total Households		Household With Income Below Poverty	
	#	%	#	% of District HH
Campbell	69,296	32.3	4,148	6.0
Santa Clara	33,947	15.8	2,518	7.4
Milpitas	6,705	3.1	406	6.1
Eastside	48,039	22.4	3,934	8.2
San Jose	56,739	26.4	7,453	13.1
	214,726	100.0		

TABLE 5: HOUSEHOLDS HEADED BY FEMALES

School District	Total Households	Households Headed By Females	
	#	#	% of District Household
Campbell	69,296	11,488	16.6
Santa Clara	33,947	5,942	17.5
Milpitas	6,705	708	10.6
Eastside	48,039	6,172	12.8
San Jose	56,739	13,122	23.1

LABOR FORCE DATA BY SCHOOL DISTRICT

TABLE 6: TOTAL NUMBER OF EMPLOYED AND UNEMPLOYED WOMEN

School District	Total Labor Force	Total Employed Women		Total Unemployed Women	
		#	%	#	%
Campbell	98,398	33,112	33.6	2,117	6.0
Santa Clara	45,863	16,331	35.6	1,387	7.8
Milpitas	9,722	3,282	36.0	396	8.3
Eastside	64,928	10,461	30.6	2,197	5.0
San Jose	69,568	123,029	33.1	2,477	9.7

TABLE 7 : FEMALE EMPLOYMENT BY OCCUPATION AND RACE IN SANTA CLARA COUNTY (1970)

	FEMALES				
	TOTAL	WHITE	BLACK	OTHER RACES	SPANISH AMERICAN
TOTAL, ALL OCCUPATIONS, NUMBER	148813	139736	2739	6138	19192
PERCENT	100.0	100.0	100.0	100.0	100.0
PROFESSIONAL, TECHNICAL AND RELATED	20.4	20.4	19.4	21.3	10.1
ENGINEERS **	0.	0.	0.	0.	0.
MEDICAL AND HEALTH WORKERS	4.6	4.5	4.9	5.1	2.3
TEACHERS, ELEMENTARY + SECONDARY SCH.	8.9	7.0	7.4	5.9	2.7
OTHER PROFESSIONAL WORKERS	8.9	9.0	7.1	9.3	5.1
NONFARM MANAGERS AND ADMINISTRATORS	3.8	3.9	1.1	2.6	2.4
SALARIED **	0.	0.	0.	0.	0.
SELF-EMPLOYED **	0.	0.	0.	0.	0.
SALES WORKERS	7.8	8.1	2.4	4.1	6.9
RETAIL STORES	6.2	6.4	1.9	3.5	5.9
OTHER SALES WORKERS	1.6	1.6	.5	.6	1.1
CLERICAL WORKERS	37.5	38.0	28.1	30.1	29.1
SECRETARIES, STENOGRAPHERS AND TYPISTS	15.1	15.3	9.0	11.9	10.8
OTHER CLERICAL WORKERS	22.4	22.8	19.1	18.2	18.3
CRAFTSMEN, FOREMEN AND RELATED	1.8	1.8	1.8	1.8	2.1
CONSTRUCTION CRAFTSMEN **	0.	0.	0.	0.	0.
MECHANICS AND REPAIRMEN **	0.	0.	0.	0.	0.
MACHINIST AND OTHER METAL CRAFTSMEN**	0.	0.	0.	0.	0.
OTHER CRAFTSMEN **	0.	0.	0.	0.	0.
OPERATIVES, EXCEPT TRANSPORT	11.1	10.7	21.3	16.4	27.0
DURABLE GOODS MANUFACTURING	6.9	6.5	15.8	10.5	14.7
NONDURABLE GOODS MANUFACTURING	2.4	2.4	2.7	1.5	8.5
NONMANUFACTURING	1.9	1.8	2.8	4.4	3.9
TRANSPORT EQUIPMENT OPERATIVES	.4	.4	.4	.1	.4
NONFARM LABORERS	.6	.6	.8	.5	1.1
SERVICE WORKERS EXC. PRIVATE HOUSEHOLD	13.7	13.6	18.3	11.9	16.6
CLEANING AND FOOD SERVICE WORKERS	6.1	6.1	8.7	6.0	7.6
PROTECTIVE SERVICE WORKERS	.2	.2	.1	0.	.0
PERSONAL, HEALTH + OTHER SVC. WORKERS	7.3	7.3	11.5	5.9	8.9
PRIVATE HOUSEHOLD WORKERS	2.4	2.3	5.8	5.4	2.5
FARM WORKERS 1/	.6	.4	.4	5.8	1.7
LOW PAY + LOW STATUS OCCUPATIONS 2/	9.7	9.3	13.8	15.7	12.9

** Not available for women

SOURCE: MANPOWER INDICATORS for Santa Clara County (1970)
Manpower Administration
Data Systems & Reports - Region IX

METHODOLOGY OF SURVEY

PURPOSE

The focus of this survey has been on a broad yet limited field of interest. The evolving concepts of career development and career education span a gestalt of self-concepts: total life planning; changing life styles; occupations in a variety of forms, both paid and voluntary. One could say that all productive behavior is related to learning and educational institutions have redefined their mission to encompass a total learning context rather than a narrow academic curriculum. Career is no longer definable in Dictionary of Occupational Titles terms.

Yet the task assumed for this survey has been to define the CAREER DEVELOPMENT NEEDS OF WOMEN, in the Metropolitan Adult Education Program area, which can be adapted to program development and program transfer. The focus has been on what PROJECT CAREERS can do to assist women in developing self chosen careers.

The primary questions of this survey have been: What are the career development needs of women? What can an educational institution do to assist women in meeting these needs?

DESIGN OF QUESTIONNAIRE

The questions prepared for the survey aimed at eliciting the following information:

1. What are the personal characteristics of the women to be served?
2. What career roles do women choose in defining themselves?
3. Are women interested in working outside the home?
4. Are women interested in undertaking additional learning related to career?
5. What experience have women had with continuing education? skill development?
6. Do women know what educational opportunities are available to them?
7. What specific types of information/substantive learning do women choose when they consider continuing education?
8. What educational format would attract women back into a formal learning sequence?
9. What kind of help would women need to continue their education?

The questionnaire included questions about a variety of subject matter and educational services. The classification of choices by academic, self-improvement, career information and skill training areas was planned to allow women to respond in a context without interpretation by the surveyor. Whereas an open-ended question could have been asked such as "What would you like to learn about, if you continued your education/training?" The response of the interviewee would have been evaluated and assigned by the interviewer. Such a method would have involved the interviewers' values and judgement. Instead, the interviewee was first asked whether she would like to continue her education. Those who responded positively were then asked to choose their primary area of interest from a predetermined list which they could review. Within that area of interest, each was asked to be more specific, by choosing from a list of subject areas, which kind of learning would be of primary interest. This process was repeated for second, third and fourth choice with the option of not making any more choices at any time. The result was a self-ranking of interest by each respondent.

A specific question on receiving the MAEP Schedule of Classes was used as an indicator of knowledge about local adult education opportunities. If a woman indicated she had not received or did not remember receiving the MAEP Schedule, it was to be assumed that such information was not included in her personal planning. "To know" is a first requisite in decision making.

Likewise, the question on attendance at any MAEP scheduled classes was used as an indicator of whether women who have information tend to act on that information.

The questions about past skill training and subsequent use of that skill training were asked to assess the level of training of the sample population and the level of follow-through by the interviewee after engaging in training. Have women found specific skill training useful? What was the actual extent of use of specific training?

The questions on educational format preference were prepared with the idea that persons can describe the education setting and methods which will attract them (make attendance a primary goal) because they feel comfortable. We could have asked what barriers/situations may have turned them off in the past to continued education. The answers would have been extended from "got married" to "got bored." Rather, we chose to have each person, who had indicated an interest in continued learning, describe the format (place, time, group setting, etc.) which would be most acceptable, most comfortable.

The question on support needs was included to identify any barriers to continued education. This question was also only asked of those women who had responded positively to continue learning.

SAMPLE POPULATION

A random sample of 320 women who reside in the PROJECT CAREERS area were interviewed. Any woman over 18 years of age was interviewed. Only one woman in each household contacted was interviewed.

An attempt was made to interview a sampling of women in all geographic areas and school districts covered by PROJECT CAREERS.

320 households are women .0015% of the 214,726 households in the PROJECT CAREERS area. This comprised Survey I.

An additional group of women were surveyed by telephone. This group of 41 women were selected from 174 response interviews conducted in the first months of PROJECT CAREERS. Since the telephone sample could not easily be categorized by geographic area, as well as other differences, these 41 interviews were called Survey II and are reported separately here.

SURVEY OPERATION

First, demographic data was obtained for every census tract located within the five school districts which comprise the PROJECT CAREERS area. In those instances where a census tract was located only partially in one of the five cooperating school districts, it was included as one of the census tracts within that district. Where a census tract was shared by two school districts in the MAEP area, an arbitrary decision was made to include it as part of the demographic data for only one school district.

Next, demographic data obtained for each census tract was tabulated to obtain the "demographic profile" for each school district. (See Appendix). Categories used to identify four or five census tracts within each school district which most closely corresponded to the district demographic profile were: total population aged 18-44 years; total population SSL; total population widowed, divorced, separated; total households with female head; total population of employed females' and total households below poverty.

The four or five census tracts in each school district which most closely corresponded with the "district demographic profile" were used as sample areas.

Women to be interviewed within each census tract were selected by means of the "random walk method" described in the Appendix. Surveyors were instructed to interview any woman, 18 years or older, at every tenth house and to make one call back if there was no occupant response. In addition, interviewers were assigned to visit the same census tract at different times of the day (morning, afternoon and evening) and on weekends as well as weekdays.

Six surveyors received approximately six hours of training in interviewing techniques. In administering the questionnaire, the surveyors were instructed to note the response of the person being interviewed and not to make a personal judgement on any question.

The 41 women interviewed by phone were chosen by selecting every 4th name and this group was supplemented by later selection to maintain a 25% sample of telephone respondents. The use of previous contacts was done at the request of PROJECT CAREERS staff.

DATA COMPILATION

Hand compilation of responses was carried out by surveyors under the supervision of Project Coordinator, Lynn McCord. Tables were prepared based on tallies. The use of data processing was eschewed because of limited time and funds.

In tabulating responses to questions 12a, 12b, 12c, 12d, 12e, classes desired by program area, a weighting system was utilized. In administering the questionnaire, surveyors were instructed to ask the woman being interviewed for her 1st, 2nd and 3rd choice of program area, i.e., SELF IMPROVEMENT, ACADEMIC, CAREER INFORMATION and CAREER SKILL TRAINING. After the woman had selected programs areas, she was asked to rank her 1st, 2nd, and 3rd choice of classes in each area. Potentially a woman was able to select and rank three program areas, and three classes in each program (9 classes in all).

In tabulating responses, the class ranked #1 in the first choice program area was assigned a weight of "9." The class ranked #2 in the first program choice was assigned a weight of "8," this procedure was followed in ranking every class including the class ranked #3 in the third program choice which was assigned a weight of "1." The weighting system indicates the relative popularity of each class and the frequency with which it was mentioned.

FOLLOW-UP

Each woman who was interviewed was asked if she would like to receive a summary of the results of the CAREER DEVELOPMENT NEEDS OF WOMEN survey. 307 women indicated their interest and will receive summary sheets and interpretation.

A THEORY OF CAREER DEVELOPMENT AND THE NEEDS OF WOMEN

> "...for most people, education is the process by which we prepare for a career or, in other words, prepare for a way to make a living to provide for ourselves and for our family."[1]

Dr. E. Niel Carcey has proposed a multi-dimensional theory of career development which states (in part):

1. Career development is but one aspect of the human development process. This aspect begins at an early age and continues throughout one's lifetime.

2. "Career" no longer means a single life-long job, but a series of jobs, educational experiences and training activities.

3. Career development, like other aspects of human development, occurs in fairly discrete stages.

4. The process of career development may be facilitated by various means.[2]

This concept of career development was used as the rationale for the CAREER DEVELOPMENT NEEDS ASSESSMENT reported in the ensuing pages. It was assumed that there are many dimensions of "work" or "career" other than gainful employment. The jobs of housewife, volunteer assistant in the kindergarten class, grey lady at the local hospital, self-employed craftsperson or artist, inventor, writer, scout leader, etc., all have validity as career choices although they do not necessarily involve payment for services. Yet they include commitment of time, development of skills, performance of a needed activity, integration of duties into an on-going operation or team, repetitive action, etc.

The recent HEW report, Work in America, says: "Using housework as an example, we can see the absurdity of defining work as paid employment. A housewife according to this definition does not work. But if a husband must replace her services with a housekeeper, cook, babysitter, these replacements become workers and the husband has added to the gross national product the many thousands of dollars the replacements are paid. It is, therefore, an inconsistency of our definition of work that leads us to say that a woman who cares for her own children is not working but if she takes a job looking after the children of others, she is working."[3]

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[1] "The Concept of Career Development and Its Implications for Education," Dr. Niel E. Carcey, Supervisor of Vocational Guidance Department of Education, Maryland.

[2] Ibid.

[3] "Work in America," U.S. HEW, December 1972

It was assumed, for the purposes of this study, that every woman interviewed could identify herself with a career, whether paid or unpaid, and would be able to project her own needs for increasing her skills for that career or preparing herself for another field/job. But it was also assumed that role definition would be an underlying determinant of female choice of career.

Professor Victor Fuches, quoted in the July 5, 1974, Palo Alto Times, stated "role definition begins in childhood and eventually affects labor force attachment, choice of occupation, location and hours of work, postschool investment, and consumer and fellow employee attitudes.

"This role differentiation was functional at a time when men worked long hours at heavy jobs in mining, manufacturing, transportation and construction, while women specialized in work at home, including the bearing and raising of many children.

"Such differentiation is less functional now, and much of the recent tension regarding sex roles probably arises from the lagged adjustment of the law, customs and institutions to technologic and economic changes. These changes include sharp reductions in infant mortality, dramatic improvements in birth control, and major shifts in the requirements of the job market."

The myth of the normal family is a primary factor in role definition and career choice: That is, the father is the breadwinner, works outside the home, earns money, and uses that money to provide support for himself, his wife and his children; the mother either devotes full time to household duties, which include the nuture of children, or devotes the bulk of her time to these responsibilities but may, in addition, work outside the home to augment the family's income.

Women are culturally brainwashed to accept wifehood as a life goal rather than develop career skills, particularly technical skills.[4] They are not informed about changing facts of lifestyle, namely:

1. Increased incidence of divorce and separation has created a new family category - single parent families.

2. Ten percent of all families in Santa Clara County are now headed by women.

3. One out of every four families headed by a woman is poor, even though that woman may be working.

4. Female single parents enter the labor force in larger percentages than married women.

5. The income of female heads is influenced by two factors: the amount of education or vocational training prior to hire and the number of dependent children in the home.[5]

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[4] "Female Heads of Household and Poverty in Santa Clara County' August, 1974

[5] Ibid.

6. Female heads of household face barriers to social independence:

--societal attitudes and myths (women not treated as primary wage earner, women subject to sexual bias in duties on job, considered unstable, pregnancy prone, etc.)

--institutional regulations and laws (credit checks, height and weight regs, minimum wage, lack of fringe benefits for part-time work, etc.)

--job readiness and access (job specs require military experience or list maleness as qualifying characteristic, many jobs never advertised, relocation expenses not provided for clerical or support staff, lack of flexibility in work hours, etc.)

--situational (high cost of child care, lack of nearby child care, cost of transportation, etc.)

--attitudes of women about themselves (women are willing to take boring jobs, women hesitate to move, resist training, easily discouraged, do not organize for better service, etc.)

The human development process, cited by Niel Carcey, may nowadays include a "no-fault" divorce, the responsibility for supporting young children and the need for a job.

Even the women who do not become heads of household through choice or disruption of marriage, those who get married and stay married, are facing the fact that they must assist in family support. The number of married women who worked had reached 92,538 in Santa Clara County by 1970. 51,000 of these women had children under 18 years of age in their homes.

Therefore, the questions posed in the Career Development Needs of Women survey attempt to assess the identification of women with occupational choice, the recognition by women of the fact that any woman may need to work, the preparation already made for work outside the home, and the self-identified career development needs of women.

The following section, Priority Career Development Needs of Women, summarizes our findings.

CONCLUSIONS: PRIORITY CAREER DEVELOPMENT NEEDS OF WOMEN

I. WOMEN WANT AND NEED TO CONTINUE LEARNING

When asked "Would you like to continue your education or take special training?", 75% of the women interviewed said "yes." Though 63% of the interviewees identified themselves as housewives, 83% of the women indicated they planned to work in the future, are presently seeking employment or are working.

But 73% of the interviewees also indicated they had no skill training. Even in those districts where only 50% of the women were identified as homemakers, the lack of training soared to 83%. The table below displays the district variations.

TABLE 8 : SELECTED CHARACTERISTICS OF WOMEN WITHIN MAEP AREA

	% of Women With Occupation: Homemaker	% of Women With No Skill Training
Survey I Total	63%	73%
Campbell	59%	64%
Santa Clara	51%	71%
Milpitas	78%	72%
Eastside	73%	83%
San Jose	62%	77%
Survey II Total	49%	83%

II. WOMEN NEED TO BECOME MORE REALISTIC ABOUT THEIR FUTURE LIFE SITUATIONS

With the notable exception of those women who contacted PROJECT CAREERS, during a telephone survey offering career assistance, the women surveyed are not ready to undertake paid employment as a career. 83% of the Survey I women indicated they planned to work yet 16% of them have not completed high school and only 9% have finished college.

Women living in the Eastside Union High School District are notably lacking in both education and skill training. 32% of these women have not completed high school and 23% have no skill training.

When asked what type of training or courses they would like to undertake in a continuing education sequence, 57% of the interviewees indicated self-improvement type courses, the first choice in every school district. Only 23% of the women chose career skill training as their primary need. A small 7% wanted to gain more information about careers, vocational or aptitude testing, knowledge of how to enter traditional male occupations or how to set career goals.

In relationship to other women within the MAEP area, women who contacted PROJECT CAREERS are more career oriented because of several factors: they are older and have older children; significantly more of them are the head of households; more of them are already working full-time or are "unemployed, but actively seeking work;" and fewer of these women have completed any type of skill training. These women appreciate the value of information about career opportunities and skill training because of their current situation.

The major difference between Survey I and Survey II respondents is the fact that 22% of the latter are female heads of household while only 14% of the Survey I women were separated, divorced or widowed. 27% of the Survey II women are post-marital. The table below displays the district variations.

TABLE 9 : FEMALE HEAD OF HOUSEHOLD, SELF-IDENTIFICATION BY WOMEN WITHIN MAEP AREA

District	Female Head
Survey I Total	17%
Campbell	10%
Santa Clara	22%
Milpitas	23%
Eastside	10%
San Jose	24%
Survey II Total	29%

Lest anyone take comfort from the high percentage of comfortably secure married women, let them remember that California's liberalized divorce law is associated with a corresponding rise in the number of divorced women. "Every woman who works full time at rearing her children and depends for the income to do that job on what her man provides, is a potential welfare recipient."[6]

Eighteen percent of all households in Santa Clara County are now headed by women.

[6]"Female Heads of Household and Poverty in Santa Clara County" Pg. 87

The table below illustrates the fact that the women interviewed in Survey I have not thought through the relationship between their stated desire to work and their continuing education plans. Survey II women, who called PROJECT CAREERS to get career information, however, chose career skill training twice as frequently as self-improvement subject matter.

TABLE 10 : COMPARISON OF TWO LEARNING SEQUENCES BY DISTRICT AND SURVEY GROUP.

	1st Choice Program Preference*	
	Career Skill Training	Self Improvement
Survey I Total	23%	57%
Campbell	22%	67%
Santa Clara	23%	49%
Milpitas	26%	43%
Eastside	29%	57%
San Jose	21%	60%
Survey II Total	34%	16%

*Percent based on number of women wishing to take classes

This table graphically illustrates one of the major conclusions of Female Heads of Household and Poverty in Santa Clara County. The majority of women living within the MAEP area are not yet ready to face or are not willing to consider the prospect of developing career skills. In the face of a rising divorce rate, the need for a second income in more and more homes, and the fact that many women would like to work (documented elsewhere in this report), women are simply not realistic.

III. WOMEN NEED TO LEARN HOW TO MAKE CAREER RELATED DECISIONS

The foregoing discussion, which compares the responses of women about future plans and continuing educational choices, indicates a gap in planning by the women interviewed. The small number of women in Survey I who chose career information as a primary interest would seem to indicate that women do not know that they "need to know." The differences between Survey I and Survey II women are related to current living conditions rather than future plans. Survey II women are pressed to make a decision now: Survey I women experience the luxury of security and can put off their decisions.

The fact that women did not choose career information activities as their primary interest further illustrates the point.

IV. WOMEN NEED MORE INFORMATION

The survey question which asked whether the interviewee had received the Metropolitan Adult Education Program Schedule of Classes linked to the responses about whether the interviewee had completed classes in adult education shows a marked correlation: where receipt of the schedule is high, completion of classes follows. The purpose of the schedule distribution is fulfilled.

The women in Survey II want to learn about themselves and career opportunities in far greater percentages than the women who were interviewed in their homes. Actively looking for work, to support a family as the primary wage earner, alerts these women to their own needs and results in their response to a small printed announcement offering career information and assistance.

The women's movement connotes the circular process of information gathering related to self-evaluation related to more information gathering by the peculiar term "consciousness-raising." Traditionally this process has been called "education."

The impressions of the surveyors were that the women they interviewed need more information. The juxtaposition of responses has the same undercurrent.

V. WOMEN NEED SUPPORTIVE SERVICES IN ORDER TO CONTINUE THEIR EDUCATION

More than half of the women interviewed indicated they had some need for assistance. 60% of the total Survey I sample stated they needed child care.

32% need financial assistance. 31% want counseling. 18% need transportation.

The fact that almost two-thirds of the respondents indicated a need for child care points out a large program area where adult education providers should begin investigating service possibilities.

Financial assistance options and providing greater counseling access should also be considered.

VI. WOMEN DESIRE A PERSONALIZED ATMOSPHERE IN CONTINUING EDUCATIONAL COURSES

Responses to questions about desirable formating of learning indicate that women mainly want to attend classes which are in their neighborhood; in a "small group" rather than traditional classroom; during the day. The highly career-motivated women, interviewed in Survey II, differed from Survey I women in that they would attend classes on a college campus and on evenings or weekends.

The response to the possibility of TV instruction in the privacy of their own homes, without any need to travel, did not appeal to the women surveyed.

VII. SOME WOMEN, WIDELY SCATTERED, NEED CITIZENSHIP CLASSES.

A small number of women indicated they would like to take citizenship classes. Since the responses came from every school district, no recommendation about where emphasis should be placed can be attempted. However, the 3% positive response to such classes can be projected to about 7500 persons if the percentage were applied to all women in the PROJECT CAREERS area.

SURVEY I: GENERAL CONCLUSIONS

The personal characteristics and career development needs of women vary greatly. Pages 40-54 provide a separate set of conclusions for each one of the five school districts which comprise the survey area. General conclusions are listed below:

1. 21% of all women within the MAEP area have not completed high school.

2. Approximately three out of every four women have not taken or have not completed skill training which could lead to employment.

3. 65% of all women within the Project Careers area identify their primary occupation as homemaker.

4. 44% of all women within the MAEP area are "not employed, not seeking work." 37% are employed full or part-time. 12% are not employed, but are "actively seeking work."

5. Given a preference, only 27% of women have little or no desire to work. The majority of women would prefer to work part-time.

6. 77% of all women within the Project Careers Area wish to continue their education or take special training.

7. Slightly over half of the women wishing to take classes would choose SELF-IMPROVEMENT classes. Approximately, one fourth of the women would choose CAREER SKILL TRAINING. Fewer women would choose ACADEMIC or CAREER INFORMATION programs.

8. Age of respondent would appear to be a significant factor. (No correlations available at this time).

9. 55% of the women wishing to take classes could spent 3-4 hours per week, but 26% could spend only -1-2- hours per week in class.

10. Most women would prefer to learn in a small group with individualized instruction.

11. A significant majority of women wish to take classes at the local elementary school or high school.

12. Supportive services, such as child-care, transportation, financial assistance and counseling, are needed by one out of every two women who wish to take classes.

    60% of the women interviewed indicated need for child care if they were to undertake continued education. 32% would need financial assistance. 31% desired counseling, 18% indicated transportation needs.

13. 26% of all women within the Survey Sample speak a second language: 15% of these women speak Spanish.

14. 3% of all women surveyed desire training for citizenship.

15. Knowledge of the available adult education opportunities varies by school district within the survey area. Where knowledge of MAEP is high, a greater percentage of women take classes.

FINDINGS OF SURVEY I (GENERAL)

PERSONAL CHARACTERISTICS

TABLE 11: AGE

	Total #	18-25 Years	26-35 Years	36-45 Years	46-60 Years	60+	Decline To Answer
Sample	320	16%	36%	21%	19%	6%	2%
Campbell	87	11%	44%	25%	16%	3%	--
Santa Clara	63	8%	37%	24%	29%	3%	--
Milpitas	40	23%	40%	18%	13%	8%	--
Eastside	59	22%	34%	24%	14%	2%	5%
San Jose	71	20%	27%	13%	21%	15%	4%

57% of the women throughout the PROJECT CAREERS area are between the ages of 26-45 years of age. 69% of the women in the Campbell Union High School district are within this age bracket, while only 50% of the women in San Jose are this age.

TABLE 12: EDUCATION

	Total #	Grade School or less	9-12 Years	High School Grad	13-16 Years	College Grad	College +	Decline To Answer
Sample	320	5%	16%	30%	33%	9%	6%	--
Campbell	87	--	11%	29%	38%	16%	6%	--
Santa Clara	63	5%	16%	30%	32%	11%	6%	--
Milpitas	40	4%	28%	33%	33%	2%	--	--
Eastside	59	12%	20%	25%	36%	4%	--	4%
San Jose	71	4%	13%	34%	28%	6%	13%	2%

21% of all women surveyed have not completed high school. 32% of the women in both the Milpitas and Eastside school districts do not have a high school education. 12% of the women in the Eastside Union High School District have an elementary school education or less.

1/3 of all women surveyed have had some college education. 15% are college graduates or have post college higher degrees.

Compared to County statistics, the women surveyed nave more education than women of comparable age.

TABLE 13: ETHNIC/RACIAL BACKGROUND

	Total #	Mexican American	Black	American Indian	Anglo	Asian American	Other
Sample	320	13%	3%	3%	70%	4%	7%
Campbell	87	--	--	2%	88%	3%	6%
Santa Clara	63	13%	--	6%	68%	3%	10%
Milpitas	40	13%	8%	5%	58%	8%	10%
Eastside	59	39%	7%	2%	44%	5%	3%
San Jose	71	8%	4%	--	77%	4%	6%

Each interviewee was asked to identify her racial/ethnic background by the above categories. The results show that the sample of women interviewed is more racially/ethnically diverse than the County population as a whole.

While the majority of women identified as Anglo, the sample included Black, American Indian and Other women at twice the County average. The concentration of Black women appeared in the Eastside of the Valley and American Indian and Other women were greater in Santa Clara and Milpitas areas. According to the U.S. Census Bureau, "Other" includes Aleut, Eskimo. Burmese, Bushwacker, Cajun, Cambodian, Ceylonese, Creole, Javenese, Laotian, Lapp, Mestizo, etc..

Fewer Mexican American appeared in the sample than indicated by the 1970 Census for Santa Clara County as a whole. PROFILE '70 reports 17.5% White SSL in the total population and the survey only interviewed 13%. The small SSL response in the San Jose Unified School District may be responsible for the difference. Another explanation may be found in the large "Other" response. Filipino and Puerto Rican women may have chosen this category. The U.S. Census SSL name identification would include all persons with Spanish names without regard for ethnic grouping. The 13% Mexican-American figure may therefore be more factual than the 1970 U.S. Census.

TABLE 14: INCOME

N = 320	0 - $6,000	$6 - 15,000	$15,000+	Decline To Answer
Sample	13%	41%	35%	12%
Campbell	9%	43%	45%	3%
Santa Clara	5%	32%	43%	21%
Milpitas	10%	55%	25%	10%
Eastside	19%	41%	24%	17%
San Jose	20%	38%	30%	13%

Women in the survey sample reported less low income and more high income than indicated by the 1970 U.S. Census. But the most outstanding data in this category is the large "Decline to Answer" response by school district.

TABLE 15: MARITAL STATUS

	Total #	Single	Married	Separated, Divorced	Widowed	Decline To Answer
Sample	320	9%	74%	9%	5%	3%
Campbell	87	7%	79%	9%	3%	1%
Santa Clara	63	3%	81%	13%	3%	--
Milpitas	40	8%	70%	18%	5%	--
Eastside	59	10%	75%	3%	3%	9%
San Jose	71	18%	65%	4%	8%	4%

Approximately 3/4 of all women throughout the survey area are married. The San Jose Unified School district has a significantly smaller percentage of married women with 18% single women, double the percentage for the total sample.

9% of all women within the MAEP district are separated or divorced and 5% are widowed. Two school districts within MAEP vary significantly in this category. Milpitas has 18% women who are widowed or divorced; Eastside Union district has only 3% women who are separated or divorced.

TABLE 16: HEAD OF HOUSEHOLD

All women surveyed were asked: "Are you the head of this household? Responses to this question indicates the self-identification of the respondents.

	Total #	Yes Female-Head	No Female Head	Decline To Answer
Sample	320	17%	78%	5%
Campbell	87	10%	84%	6%
Santa Clara	63	22%	68%	10%
Milpitas	40	23%	75%	2%
Eastside	59	10%	85%	5%
San Jose	71	24%	73%	3%

17% of all women surveyed identified themselves as the head of the household, but there are significant variations within individual school districts. Both the Campbell Union and Eastside districts have 10% of the women heading households. 22-24% of the households within the Santa Clara, Milpitas, and San Jose districts are headed by women.

TABLE 17: CHILDREN LIVING AT HOME

	Total #	With Children	Without Children	Decline To Answer
MAEP (Total)	320	70%	28%	2%
Campbell	87	78%	22%	--
Santa Clara	63	75%	25%	--
Milpitas	40	82%	18%	--
Eastside	59	73%	24%	3%
San Jose	71	48%	48%	4%

70% of the women in the MAEP district have children living at home. More women in the Milpitas Unified District, 82% have children than women in any other district. It is interesting to note that only 48% of the women in San Jose have children living at home.

TABLE 18: CHILDREN BY AGE

Percentage based on number of women with children at home. Women were asked to identify ages of all children, thus percentages will not equal 100%

	Total #	- 2 Years	3 - 5 Years	6-12 Years	13-15 Years	16-18 Years
MAEP (Total	225	31%	30%	52%	28%	25%
Campbell	68	41%	37%	50%	23%	22%
Santa Clara	47	19%	21%	55%	36%	40%
Milpitas	33	33%	36%	60%	30%	27%
Eastside	43	35%	28%	49%	26%	14%
San Jose	34	21%	26%	47%	26%	24%

The number of women in the Campbell Union District, with children under the age of five was significantly higher than for women in all other districts. A significant number of women in Santa Clara had children 16-18 years old. Fewer women in the Eastside Union District had older children aged 16-18 years.

TABLE 19: KNOWLEDGE OF FOREIGN LANGUAGE:

	Total #	Speak Language	Read Language	Write Language
MAEP (Total)	320	26%	26%	21%
Campbell	87	9%	15%	10%
Santa Clara	63	33%	37%	27%
Milpitas	40	25%	25%	25%
Eastside	59	42%	32%	27%
San Jose	71	28%	24%	26%

Approximately 1/4 of the women throughout the MAEP district speak another language. Spanish is the most frequently spoken language, but it is by no means the only language.

FINDINGS OF SURVEY I (GENERAL)

CAREER STATUS

TABLE 20: OCCUPATION (SELF-IDENTIFICATION)

	Total #	Home-Maker	Stu-dent	Prof.	Mana-ger	Sales	Cleri-cal	Crafts-man	Opera-tor	Laborer	De An
Sample	320	63%	3%	14%	3%	2%	7%	1%	3%	1%	
Campbell	87	59%	3%	18%	2%	2%	10%	1%	--	2%	
Santa Clara	63	51%	5%	21%	5%	3%	10%	5%	--	--	
Milpitas	40	78%	3%	10%	--	--	5%	--	5%	--	
Eastside	59	73%	2%	3%	2%	2%	7%	--	5%	2%	
San Jose	71	62%	4%	13%	4%	1%	3%	--	10%	1%	

63% of all women surveyed identified their primary occupation as "homemaker." Within individual school districts, however, the percentage of women who identify as "homemakers" varies widely. In the Santa Clara Unified High School District, only 51% view themselves as homemakers while approximately 3/4 of the women in both Milpitas and the Eastside identify as homemakers.

17% of all women surveyed identified themselves as "professional" or "managers," the second and third most frequent occupation. In the Santa Clara Unified High School District, 26% of the women identify with these occupations as opposed to 10% of the women in Milpitas and 5% of the women on the Eastside.

TABLE 21: EMPLOYMENT STATUS

	Total #	Employed, Employed Full	Employed Part	Not Employed, Not Seeking Work	Not Employed, Actively Seeking Work	Other	Decline To Answer
Sample	320	27%	10%	44%	12%	5%	2%
Campbell	87	33%	15%	38%	8%	6%	--
Santa Clara	63	27%	17%	43%	11%	1%	--
Milpitas	40	23%	5%	35%	33%	3%	3%
Eastside	59	15%	7%	53%	12%	10%	3%
San Jose	71	32%	4%	49%	7%	4%	3%

1. 37% of all women surveyed are employed either full or part-time.

2. 12% of all women are "unemployed, but actively seeking employment."

3. 44% are "unemployed and not seeking work," the largest single category of women.

Both the Campbell and Santa Clara school districts have a higher than average percentage of women employed full or part-time.

Both Milpitas and the Eastside have a below average percentage of women employed full or part-time. 53% of the women in the Eastside are not employed and not looking for work and 35% of the women in Milpitas are in that situation. "1/3 of the women in Milpitas are not employed, but are actively seeking employment."

TABLE 22: PRIOR EXPERIENCE WITH SKILL TRAINING:

School District	Total #	Completed Training	No Training
Sample	320	27%	73%
Campbell	87	36%	64%
Santa Clara	63	29%	71%
Milpitas	40	28%	72%
Eastside	59	17%	83%
San Jose	71	23%	77%

The percentage of women who have completed training is significantly higher in Campbell. Significantly fewer women in the Eastside Union High School District have completed a training program. Almost 3/4 of all the women surveyed had not completed or had never taken any training program.

TABLE 23: USED SKILL TRAINING

School District	Total # Who Completed Training	Have Used	Have Not Used	Other
Sample	86	74%	23%	3%
Campbell	31	68%	26%	6%
Santa Clara	18	72%	28%	--
Milpitas	11	64%	36%	--
Eastside	10	90%	10%	--
San Jose	16	88%	12%	--

Table 23 indicates that when women have received skill training, they have generally used it. Although fewer women in the Eastside have completed training (See Table 22), 90% of the women who did take training, have used it. Approximately 1/3 of the women in Milpitas who completed training have never used it.

TABLE 24: KNOWLEDGE OF EXISTING ADULT EDUCATION OPPORTUNITIES

Percentage includes all women who had received a MAEP schedule of classes and all women who had completed at least one class in MAEP

School District	Total #	Received Schedule	Completed Classes
Sample	320	73%	32%
Campbell	87	78%	41%
Santa Clara	63	70%	32%
Milpitas	40	65%	23%
Eastside	59	64%	22%
San Jose	71	79%	35%

Approximately 1/3 of the women in both Milpitas and the Eastside, either did not receive a schedule or were not aware that they had received one.

In Campbell, San Jose and Santa Clara Districts, roughly half of the women who received, or were aware of having received schedules, actually took classes. In Milpitas and the Eastside, roughly 1/3 of the women who received, or were aware of having received a schedule actually took classes.

The implication of the responses to these indirect indicators is that the local opportunities for career education are well known to women throughout the PROJECT CAREERS area. An average response of 30% who completed classes in the Metropolitan Adult Education Program shows a positive attitude toward increasing knowledge and skills.

FINDINGS OF SURVEY I (GENERAL)

PREFERENCES

TABLE 25: EMPLOYMENT PREFERENCE

All women surveyed were asked: If you had a choice, how much time per week would you like to work?"

	Total #	-0- Hours	1-10 Hours	11-20 Hours	21-39 Hours	40 Hours	40+ Hours	Decline To Answer
Sample	320	15%	12%	26%	18%	22%	3%	3%
Campbell	87	6%	11%	38%	24%	18%	1%	
Santa Clara	63	19%	10%	27%	24%	17%	3%	
Milpitas	40	10%	18%	13%	15%	26%	13%	
Eastside	59	23%	14%	25%	5%	26%	2%	
San Jose	71	21%	12%	21%	16%	26%	0%	

26% of the women in the Milpitas, Eastside and San Jose School Districts wished to work full time, as opposed to only 18% in Campbell and 17% in Santa Clara. Significantly 13% of the women in Milpitas would like to work more than 40 hours per week.

When given a choice, 15% of all women would not like to work. If we include the category of women who wish to work 1-10 hours per week (which indicates a limited desire to work) we find that 27% or approximately 1/4 of all women in the MAEP area have little or no interest in working. The largest single category of women wished to work 11-20 hours per week or approximately 2-4 hours per day. It is interesting to note that 22% of all women surveyed desire to work 40 hours per week, and 27% of all women are actually employed full time. (See Table 5)

TABLE 25: DESIRE FOR FURTHER EDUCATION OR TRAINING

All women surveyed were asked: "Would you like to continue your education or take special training?"

	Total Number	YES	NO	Don't Know
Sample	320	77%	18%	6%
Campbell	87	82%	15%	3%
Santa Clara	63	71%	19%	10%
Milpitas	40	85%	10%	5%
Eastside	59	71%	22%	7%
San Jose	71	75%	20%	6%

TABLE 27: PROGRAM PREFERENCE

All women surveyed, who indicated "yes" or "don't know" in Table were asked to indicate their first, second, and third choice of program area. Each woman had a copy of the survey in front of her and could see the types of classes which might be available in each program.

Percent based on number of women selecting each program as a first choice.

N=265	Self Improvement	Career Skill Training	Career Information	Academic
Sample	57%	23%	7%	12%
Campbell	67%	22%	3%	8%
Santa Clara	49%	23%	16%	12%
Milpitas	43%	26%	11%	20%
Eastside	57%	29%	7%	7%
San Jose	60%	21%	2%	17%

Over half of all women wishing to take classes, desired SELF IMPROVEMENT classes. This was the first choice in every school district.

The second most frequently chosen program in every district was CAREER SKILL TRAINING. Classes in this program involve the learning of specific potentially salable skills. Milpitas and Eastside districts had a higher than average percentage of women choosing this program area as a first choice.

An ACADEMIC program, such as one might find in a college setting, was the third most frequently chosen program by all women.

CAREER INFORMATION, which emphasizes information about career opportunities and requirements, vocational testing, etc., but does not include career skill training, was the least frequently chosen program by all women within the survey areas. There are two qualifications to this statement: 1) CAREER INFORMATION was selected third in number of frequency by women in the Santa Clara Unified School District; 2) women in the Eastside Union High School District selected ACADEMIC and CAREER INFORMATION with equal frequency.

TABLE 28: TIME OF DAY PREFERENCE

NOTE: All percentages are based on the number of women who selected at least one program of classes

All women who selected at least one program were asked: "If you could take the program of your choice, what time would you choose?"

N =	Morning	Afternoon	Evening	Weekend
Total Sample	38%	14%	43%	5%
Campbell	32%	15%	49%	3%
Santa Clara	54%	10%	36%	--
Milpitas	43%	6%	49%	3%
Eastside	31%	16%	38%	16%
San Jose	31%	19%	41%	9%

43% of all women throughout the survey area preferred "evening classes." The only exception to this was in the Santa Clara Unified School District, in which 54% of the women preferred morning classes.

Morning classes were preferred by 38% of the women throughout the districts. Morning was the second most frequently chosen time for classes and it was chosen almost as often as evening. 14% throughout the MAEP district chose "afternoon" as a preferred time.

TABLE 29 : TIME IN CLASS PREFERENCE

All women who selected at least one program were asked: "If you could take the program of your choice, how much time per week could you spend in the actual program?"

N = 265	1-2 hrs./wk.	3-4 hrs./wk.	5-8 hrs./wk.	8+ hrs./wk.
Sample	26%	55%	13%	4%
Campbell	31%	52%	10%	7%
Santa Clara	23%	46%	25%	7%
Milpitas	6%	71%	14%	6%
Eastside	27%	55%	11%	2%
San Jose	31%	52%	10%	7%

55% of the women throughout the PROJECT CAREERS area who wished to take classes could spend 3-4 hours per week in class. 26% or approximately 1/4 of the women could only spend 1-2 hours per week in a program.

Women in the Milpitas district were far more willing to spend 3-4 hours per week in class than women in any other school district. Only 6% of the women in Milpitas felt limited to 1-2 hours per week.

In the Campbell, Eastside and San Jose districts, 27-31% of the women could spend only 1-2 hours per week in class. In the Santa Clara Unified High School District, only 23% of the women could spent 1-2 hours per week in class but 25% were willing to spend 5-8 hours per week in class. The Santa Clara district had significantly more women willing to spent 5-8 hours per week than any other district.

TABLE 30: METHOD OF INSTRUCTION PREFERENCE

All women who selected at least one program were asked: "If you could take the program of your choice, what method of instruction would you choose?"

	Traditional Classroom	Small Group	TV	Short Workshops
Total Sample	23%	55%	2%	18%
Campbell	22%	59%	1%	18%
Santa Clara	24%	48%	2%	26%
Milpitas	23%	63%	3%	6%
Eastside	24%	62%	2%	11%
San Jose	22%	50%	3%	24%

Table indicates that the majority of women throughout the survey area prefer "small group/individualized instruction" as a method of instruction. Although 22-24% of the women in each individual school district preferred a traditional classroom situation.

While "short-workshops/seminars" were the third most frequently mentioned method throughout the total MAEP district, notably fewer women in the Milpitas and San Jose districts preferred this. Women in the Santa Clara and San Jose districts selected "short workshops/seminars," more often than they selected a "traditional classroom situation.

TABLE 31: LOCATION PREFERENCE

All women who selected at least one program were asked, "If you could take the program of your choice, what location would you prefer?

N =	Home	Elementary School	High School	Neighbor-hood Community Center	College	Training School Business
Sample	6%	26%	41%	12%	10%	4%
Campbell	--	34%	45%	8%	8%	3%
Santa Clara	5%	12%	37%	21%	16%	10%
Milpitas	11%	23%	49%	3%	14%	--
Eastside	10%	32%	34%	15%	2%	7%
San Jose	8%	26%	41%	12%	10%	2%

41% of those women wishing to take classes throughout the PROJECT CAREERS area wish to take them at the local high school. The next most popular response is the local elementary school, except in Santa Clara where 21% would prefer the neighborhood community center. The third most popular location in all school districts but Milpitas is the neighborhood center

Approximately 10% of the women in Milpitas and the Eastside would prefer to take classes at "home."

TABLE 32: SUPPORT NEEDS

All women who selected at least one program were asked: "If you could take the program of your choice, would you need: (choose one or more)." Because women were allowed to indicate more than 1 need, percentages will not equal 100%

	No Need	Child Care	Transportation	Financial Assistance	Counseling
Sample	45%	60%	18%	32%	31%
Campbell	40%	34%	7%	18%	23%
Santa Clara	41%	45%	18%	30%	55%
Milpitas	47%	71%	18%	47%	12%
Eastside	38%	36%	21%	43%	25%
San Jose	62%	41%	36%	36%	62%

Overall, more than 50% of the women throughout the MAEP district experienced at least one need related to continuing their education or taking training. The percentage of women with needs was highest in the Eastside Union High School District and lower in the San Jose Unified School District.

Of those women with need, women in Milpitas had a higher than average need for child care. Women in the San Jose district had a significantly higher than average need for Transportation. Women in Milpitas and the Eastside had a greater than average need for Financial Assistance. Women in San Jose and Santa Clara had a higher than average need for counseling services.

It is interesting to note that the Campbell Union High School District had significantly fewer women with needs in every category.

TABLE 33: CITIZENSHIP CLASS PREFERENCE

	Total #	Percent Who Desire Citizenship Classes
Sample Total	320	3%
Campbell	87	1%
Santa Clara	63	5%
Milpitas	40	8%
Eastside	59	3%
San Jose	71	3%

Significantly more women in the Milpitas district desire citizenship classes.

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All women who selected at least one program were asked: "If you could take the program of your choice, would you need: (choose one or more)." Because women were allowed to indicate more than 1 need, percentages will not equal 100%

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Campbell	40%	34%	7%	18%	23%
Santa Clara	41%	45%	18%	30%	55%
Milpitas	47%	71%	18%	47%	12%
Eastside	38%	36%	21%	43%	25%
San Jose	62%	41%	36%	36%	62%

Overall, more than 50% of the women throughout the MAEP district experienced at least one need related to continuing their education or taking training. The percentage of women with needs was highest in the Eastside Union High School District and lower in the San Jose Unified School District.

Of those women with need, women in Milpitas had a higher than average need for child care. Women in the San Jose district had a significantly higher than average need for Transportation. Women in Milpitas and the Eastside had a greater than average need for Financial Assistance. Women in San Jose and Santa Clara had a higher than average need for counseling services.

It is interesting to note that the Campbell Union High School District had significantly fewer women with needs in every category.

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Eastside	59	3%
San Jose	71	3%

Significantly more women in the Milpitas district desire citizenship classes.

FINDINGS OF SURVEY I (BY DISTRICT)

CONCLUSIONS: CAMPBELL UNION HIGH SCHOOL DISTRICT

1. Women in the Campbell District closely approximate the MAEP profile in age distribution. 55% are aged 18-35 years.

2. Women in the Campbell District are significantly better educated than women in any other district. Approximately one-fourth of the women have completed college or an advanced degree. Only 11% of the women have not completed high school as opposed to 21% of all MAEP women.

3. Significantly fewer women in this District are the head of households. 10% as compared with the district profile of 17%.

4. Three out of every four women have children living at home. 40% of these women have children under the age of 2 years - significantly more women than any other school district.

5. Most women identify as "homemaker," but 18% identify as "professional" women and 10% as "clerical."

6. One third of the women are employed full-time - the greatest number of women in all school districts. 8% are "not employed, but are actively seeking work."

7. This district has the highest percentage of women with skill training, 36% as opposed to the MAEP profile of 27%.

8. 78% of the women are aware of the Metropolitan Adult Education Program. 41% have completed classes through the program.

9. 82% of the women - the second highest percentage in all school districts - wished to continue their education or take special classes.

10. As a first choice of program; 67% would choose SELF IMPROVEMENT; 22% - CAREER SKILL TRAINING; 8% - ACADEMIC; 3% - CAREER INFORMATION.

11. 45% of the women preferred the local high school as a site for classes. The second most frequent response was local elementary school.

12. Half of the women wishing to take classes preferred evening - 32% preferred morning.

13. Approximately 60% of the women wishing to take classes could spend 3-4 hours per week in class, but 32% could spend only 1-2 hours per week.

14. 59% of the women preferred small group instruction. 22% preferred the traditional classroom situation and 18% preferred short workshop/ seminars.

15. 60% of the women wishing to take classes (this district had a significantly higher percentage of women with needs than did the MAEP profile of 45%) had needs associated with the classes. There was a significant need for child care services.

16. 9% of the women in the Campbell Union High School District speak a second language. Only 2% speak Spanish.

CLASS PREFERENCE: CAMPBELL UNION HIGH SCHOOL DISTRICT
(Numbers in parentheses indicate weight)

Self Improvement: (First choice of 67%)

a.	crafts, hobbies	(295)
b.	physical fitness	(181)
c.	homemaking skills	(167)

Career Skill Training: (First choice of 22%)

a.	commercial art	(118)
b.	clerical	(87)
c.	computer processor	(76)

Career Information: (First choice of 3%)

a.	Information about career opportunities, requirements	(39)
b.	How to set career goals	(32)
c.	How to get a job	(27)

Academic (First choice of 8%)

a.	Art	(115)
b.	PE, English	(53)
c.	Social Sciences	(46)

Knowledge of Second Language:

Speak another language	Spanish -2	9% (8)
Read another language	Spanish -3	15% (13)
Write another language	Spanish -3	10% (9)

Desire for Citizenship Classes: 1% (1)

CONCLUSIONS: SANTA CLARA UNIFIED SCHOOL DISTRICT

1. 29% of the women in the Santa Clara District are aged 46-60, as opposed to a MAEP average of 20%.

2. The women in this district most closely correspond with the MAEP profile. Of significance is the fact that 21% of the women have not completed high school.

3. One out of every four women is the head of a household.

4. 73% of the women have children. Significantly, 40% of these women have children aged 16-18 years. (Only 25% of all women within the MAEP district have children this old.)

5. Only half of the women in this district identify as "homemaker." (The lowest percentage in all school districts). 21% identify themselves as "professionals," while 5% each are "students," "managers," and "craftsmen."

6. Approximately one-fourth of the women are employed full time. 11% are "not employed but are actively seeking work."

7. 71% of the women do not have or have not completed skill training.

8. 70% of the women are aware of MAEP. 32% have completed classes through the program.

9. Approximately three out of every four women wished to continue their education or take special training.

10. As a first choice of program, 49% would choose SELF-IMPROVEMENT (Notably fewer women than the MAEP profile of 57%); 23% - CAREER SKILL TRAINING); 16% - CAREER INFORMATION (This is the only school district in which CAREER INFORMATION was chosen third in frequency); 12% ACADEMIC.

11. 37% of the women prefer the local high school as a location for classes but 21% prefer the neighborhood community center. (this is the only district in which women preferred the community center to the local elementary school.

12. 54% of the women wishing to take classes preferred morning (this is the only school district in which the majority of the women preferred morning.) 36% prefer evening.

13. Approximately half of the women in Santa Clara District could spend 3-4 hours per week. 23% could only spend 1-2 hours per week. 25% could spend 5-8 hours per week (the highest percentage in all districts.

14. One out of every two women preferred small group instruction. 24% the traditional classroom, but 26% preferred short workshops/ seminars.

15. 59% of the women wishing to take classes had needs associated with continuing their education. The most frequently stated needs were for counselling services and child care.

16. One out of every three women in the Santa Clara Unified High School District speaks another language. 15% speak Spanish.

CLASS PREFERENCE: SANTA CLARA UNIFIED HIGH SCHOOL DISTRICT
(Numbers in parentheses indicate weight)

Self Improvement: (First choice of 49%)

a.	crafts, hobbies	(203)
b.	physical fitness	(122)
c.	homemaking skills	(82)

Career Skill Training (First choice of 23%)

a.	clerical	(68)
b.	business machines	(53)
	management training	(53)
c.	small business	(48)

Career Information (First choice of 16%)

a.	how to enter traditional male jobs	(47)
b.	information about career opportunities	(35)
c.	personal counselling	(28)

Academic (First choice of 12%)

a.	English	(79)
b.	GED	(47)
c.	Mathematics	(45)

Knowledge of Second Language:

Speak another language 33% (21)
Spanish (10)

Read another language 37% (23)
Spanish (14)

Write another language 27% (17)
Spanish (9)

CONCLUSIONS: MILPITAS UNIFIED SCHOOL DISTRICT

1. Milpitas has a significantly larger number of younger women. 63% are aged 18-35 as opposed to MAEP average of 52%. Milpitas also has significantly more women over 65 years of age.

2. Women in the Milpitas district are significantly less well educated than other women throughout the MAEP district. One out of every three women has not completed high school. Only 2% have received a college degree, the lowest percentage in all school districts.

3. 23% of the women head their own households. Significantly more women are separated or divorced than in any other district.

4. 4 out of every 5 women have children living at home. This district has the highest percentage of women with children. 60% of the women have children under the age of 12.

5. 78%, the greatest percentage in all school districts identify as "homemakers." One out of every ten women identifies herself as a "professional." 5% each identify as "clerical" and "equipment operators."

6. Approximately one-fourth of the women are employed full time. 33% of the women are "not employed but are actively seeking work" - a significantly higher percentage than any other school district.

7. 72% of the women have not had or have not completed skill training.

8. Only 65% of the women are aware of having received an MAEP schedule of classes. Only 23% of the women have completed classes through the program. (This school district had the next to the lowest percentage of women with knowledge/experience of MAEP).

9. 85% - the highest percentage of women in all districts - wanted to continue their education or take special classes.

10. As a first choice program area, 43% of the women would choose SELF-IMPROVEMENT (This district had the smallest percentage of women choosing this program area); 26% - CAREER SKILL TRAINING; 11% CAREER INFORMATION (This district had the second highest percentage choosing CAREER INFORMATION); 20% - ACADEMIC (Highest percentage of women in all districts perferring this program).

11. Half of the women wishing to take classes would prefer the local high school as a location. One-fourth of the women would prefer local grade school. 11% (the greatest percentage in all school districts would prefer classes at home.

12. 49% of the women wishing to take classes preferred evening, but 43% preferred morning.

13. 71% of the women could spend 3-4 hours per week in class. (This percentage is significantly higher than the MAEP profile of 55%). 14% could spend 5-8 hours per week (the second highest percentage in all school districts.)

14. Two-thirds of the women preferred small group instruction, while one-third preferred the traditional classroom.

15. 53% of the women had needs associated with attending classes. The most frequently cited needs were: child care and financial assistance.

16. One out of every four women in the Milpitas Unified School District speak another language. 13% speak Spanish.

CLASS PREFERENCE: MILPITAS UNIFIED SCHOOL DISTRICT
(Numbers in parentheses indicate weight)

Self Improvement: (First choice of 43%)

a. Second language	(69)
b. crafts, hobbies	(56)
c. physical fitness	(55)

Career Skill Training: (First choice of 26%)

a. Management training	(65)
b. Clerical	(44)
c. Real Estate	(42)

Academic: (First choice of 20%)

a. GED	(57)
b. English	(41)
c. Mathematics	(40)

Career Information (First choice of 11%)

a. Information about career opportunities	(53)
b. personal counselling	(45)
c. How to set career goals	(28)

Knowledge of Second Language:

Speak another language 25% (11)
Spanish (5)

Read another language 25% (11)
Spanish (5)

Write another language 25% (11)
Spanish (5)

Desire for Citizenship Classes: 8% (3)

CONCLUSIONS: EASTSIDE UNION HIGH SCHOOL DISTRICT

1. The women in the Eastside district are similar to the MAEP average in every category but 46-60 years. 14% of the women are in this category as opposed to 20% for MAEP.

2. The women in this school district are significantly less well-educated than the women in every district but one. 12% of the women have not completed grade school. 20% have not completed high school.

3. Signficantly fewer women head households and significantly fewer are separated or divorced. One out of every ten women heads a household as opposed to approximately one out of every five women for the MAEP profile.

4. 75% of the women have children living at home. 35% of these women have children under 2 years of age.

5. Three out of every four women identify as "homemakers." 7% of the women are "clerical workers."

6. 15% of the women are employed full time. 53% of the women are not employed and are not seeking work (a significantly higher percentage than the MAEP profile - 44%). 12% are "not employed, but are actively seeking work."

7. 83% of the women have not completed skill training. This district has the highest percentage of women without training.

8. Only 64% of the women had received or were aware of having received a MAEP schedule of classes. Only 22% had completed classes through the program. (This school district had the lowest percentage of women with knowledge/experience of MAEP).

9. Approximately three out of every four women wish to continue their education or take training.

10. As a first choice program, 57% of the women would choose SELF-IMPROVEMENT; 29% - CAREER SKILL TRAINING (The highest percentage of women in all districts choosing Training); 7% - ACADEMIC; and 7% - CAREER INFORMATION.

11. Approximately 1/3 of the women wishing to take classes would prefer the local high school. Approximately 1/3 would prefer the local elementary school. 10% prefer to take classes at home while 15% would prefer the neighborhood community center.

12. 38% of the women preferred evening classes, but 31% preferred morning. Interesting, 16% each, preferred afternoon classes and weekend classes.

13. Half of the women could spend 3-4 hours per week in class. One fourth of the women could only spend 1-2 hours.

14. The majority of women preferred small groups as a method of instruction. (62% as opposed to 55%, MAEP Profile). 24% preferred the traditional classroom.

15. Approximately 2/3 of the women, the greatest percentage of all school districts had needs associated with taking classes. The most frequently desired services are financial assistance and child care.

16. 42% of all women in the Eastside Union High School District speak a second language. 39% of all women speak Spanish.

CLASS PREFERENCE: EASTSIDE UNION HIGH SCHOOL DISTRICT
(numbers in parentheses indicate weight)

Self Improvement: (First choice of 57%)

a. Crafts, hobbies	(203)
b. Physical fitness	(122)
c. Homemaking skills	(82)

Career Skill Training: (First choice of 29%)

a. Clerical	(71)
b. Medical/dental	(65)
c. Business machines	(57)

Academic: (First choice of 7%)

a. English	(48)
b. History	(44)
c. Language	(42)

Career Information: (First choice of 7%)

a. How to re-enter job market	(42)
b. Information about career opportunities	(40)
	(32)

Knowledge of Second Language:

Speak another language		42% (25)
	Spanish (23)	
Read another language		32% (19)
	Spanish (13)	
Write another language		27% (16)
	Spanish (12)	

Desire for Citizenship Classes: 3% (2)

CONCLUSIONS: SAN JOSE UNIFIED HIGH SCHOOL DISTRICT

1. The San Jose District has the highest percentage of women over the age of 60 years. Significantly fewer women are aged 36-40.

2. 17% of the women have not completed high school, more women have completed college or advanced degrees - 19% as opposed to 15% for MAEP women in general.

3. One out of every four women heads a household. This may be due to the fact that the San Jose has a significantly higher percentage of single women (18%) and widows (8%) than any other district within MAEP.

4. Only 48% of the women have children living at home, the lowest percentage in all school districts.

5. Approximately 2/3 of the women identify as "homemakers." 13% are "professional" women and 8% are "equipment operators."

6. 33% of the women are employed full-time. 49% of the women are "not employed, not seeking work." (This district has the second largest number of women in both the "employed-full-time" and "not employed, not looking" categories. This may be due to the high concentrations of both single women and widows.)

7. 77% of the women do not have skill training.

8. 79% of the women were aware of MAEP. 35% had completed classes.

9. Three out of every four women wish to continue their education or take training.

10. As a first choice program area, 60% of the women would choose SELF-IMPROVEMENT: 21% - CAREER SKILLS; 17% - ACADEMIC; and 2% CAREER INFORMATION.

11. 41% of the women wishing to take classes would prefer the local high school as a location, but 26% would prefer the local elementary school.

12. 41% of the women preferred evening classes. 31% preferred morning. 19% - the highest percentage in all school districts preferred afternoon classes.

13. Half of the women could spend 3-4 hours per week in class, but approximately one-third of the women could only spend 1-2 hours.

14. One out of every two women preferred small groups with individualized attention as a method of instruction. Approximately 25% each preferred the traditional classroom approach or short workshops/ seminars.

15. 38% of the women had needs associated with taking classes (the lowest percentage of women in need out of every school district. The most frequently cited need was child care.

16. 28% of the women in this school district speak a second language. 14% of all women speak Spanish.

CLASS PREFERENCE: SAN JOSE UNIFIED SCHOOL DISTRICT
(Numbers in parentheses indicate weight)

Self Improvement: (First choice of 60%)

a. crafts, hobbies (166)
b. homemaking skills (140)
c. cultural (art, music, literature) (116)

Career Skill Training: (First choice of 21%)

a. clerical (67)
b. business machines (62)
c. medical/dental (49)

Academic: (First choice of 17%)

a. business (53)
b. language (46)
c. politcal science (44)

Career Information: (First choice of 2%)

a. information about career opportunities (58)
b. personal counseling (35)
c. how to enter traditional male jobs (34)

Knowledge of second Language:

Speak another language 28% (20)
Spanish (8)

Read another language 24% (17)
Spanish (6)

Write another language 20%
Spanish (4)

Desire for Citizenship Classes: 3% (2)

FINDINGS OF SURVEY II (TELEPHONE)

INTRODUCTION:

In the Schedule of Classes, Fall 1974, distributed by the Metropolitan Adult Education Program, PROJECT CAREERS appeared. The notice asked persons who were "thinking about working outside the home or changing to a more satisfying job" to call PROJECT CAREERS for information. 171 women and some men responded to this request.

For the purposes of this survey, the CAREER DEVELOPMENT NEEDS ASSESSMENT, 41 of the women who responded to the PROJECT CAREERS notice were selected. These 41 women were contacted by phone and administered the same questionnaire which was being administered to 300 women in Survey I.

We have chosen to treat these 41 women as a special group for three reasons: 1) they had already identified themselves as "career motivated" by calling PROJECT CAREERS for information; 3) there were significant differences in questionnaire responses between these 41 women and the 300 women interviewed throughout the MAEP district; 3) census tract identification of respondents did not agree with Survey I distribution.

In this section we will compare the responses of these 41 women, who will be referred to as "career motivated" or Survey II with the responses of the typical Survey I interviewees.

It should be noted that the Survey II (second interview) was conducted by telephone, a difference from the door-step approach in Survey I.

SURVEY II: CONCLUSIONS AND COMPARISONS

1. Women who contacted PROJECT CAREERS by phone are generally older than Survey I women.

2. 22% of the "career motivated" women have not completed high school as opposed to 21% of the Survey I women, BUT 20% of the "Career motivated" women had completed college, while only 6% of the Survey I women had college degrees.

3. While 17% of the Survey I women identify themselves as the "head of household," 29% of the "career motivated" Sample II women identify as such.

4. 78% of the Sample II women have children, but the children tend to be older. (This fact is supported by the low frequency request for child care.)

5. Approximately one out of every two women who contacted PROJECT CAREERS by phone considers her primary occupation to be "homemaker." Approximately two out of every three Survey I women identify as such.

6. 34% of the "career motivated" women are employed full time. 27% of the Survey I women are employed full time.

7. 17% of the Survey II women are "unemployed but actively seeking work." 12% of the Survey I women are in this category.

8. 93% of the "career motivated" women wish to continue their education or take special training, while 73% of the Survey I women wish to do.

9. 83% of the Sample II women have no skill training.

10. There are significant differences in the programs which Survey II women and Survey I women wish to take. In order of stated frequency by Survey II women, the programs* are:

Survey II Response		Survey I Response
37%	Career Information	7%
34%	Career Skill Training	23%
16%	Self Improvement	57%
13%	Academic	12%

*Percent based on number of women who at least cited one program area as a first choice.

11. Survey II women prefer the local high school as a location for classes, as do Survey I women. Unlike Survey I women, the second most frequently mentioned response by Survey II women is the "college campus."

12. Survey II women prefer evening or day classes in almost equal numbers. Approximately one out of every five women would prefer weekend classes.

13. The majority of Survey II women could spend 3-4 hours per week in class, but 18% could spend 5-8 hours per week in class.

14. Half of the Survey II women prefer "small groups with individualized attention" to the traditional classroom situation or short workshops/seminars.

15. 84% of the "career motivated" women have needs related to further education or training. In order of frequency of response those women, who identified needs, wanted: 1) counseling; 2) financial assistance; 3) child-care; 4) transportation. Over half of these women desired counseling services.

16. The most frequently spoken second language is Spanish.

FINDINGS OF SURVEY II

PERSONAL CHARACTERISTICS

TABLE 34: AGE

	Total	18-25	26-35	36-45	46-60	60+	Decline To Answer
Survey I	320	16%	36%	21%	19%	6%	2%
Survey II	41	10%	41%	27%	22%	--	--

Those women surveyed by phone were generally older than the typical women in the Metropolitan Adult Education District.

TABLE 35: EDUCATION

	Total #	Grade School or Less	9-12 Years	High School Graduate	13-16 Years	College Graduate	Graduate School
Survey I	320	5%	16%	30%	33%	6%	
Survey II	41	2%	20%	32%	27%		

Those women who contacted PROJECT CAREERS were, on the whole, better educated than the typical Survey I woman. 20% of the "career motivated" women were college graduates as opposed to only 9% of the Survey I women. Approximately 1/3 of both groups were high school graduates.

TABLE 36: ETHNIC/RACIAL BACKGROUND

	Total #	Mexican/American Chicana	Black	American Indian	Anglo	Asian American	Other	Decline To Answer
Survey I	320	13%	3%	3%	70%	4%	7%	--
Survey II	41	22%	5%		66%		5%	2%

While the women who were intereviewed throughout the MAEP district, in Survey I, were more diversified in ethnic/racial background, 70% were Anglo. 22% of the Survey II women who contacted PROJECT CAREERS were Chicanas, while only 13% of the Survey I women self-identified as Mexican American.

TABLE 37: INCOME

	Total #	$0-6,000	$6-15,000	$15,000+	Decline To Answer
Survey I	320	13%	41%	35%	12%
Survey II	41	10%	56%	32%	2%

The majority of Survey II women are in the $6-15,000/per year income bracket. It is difficult to make comparisons between the women who contacted PROJECT CAREERS and those who were contacted through the broader study, because of the relatively high percentage of "decline to answer" in Survey I.

TABLE 38: MARITAL STATUS

	Total #	Single	Married	Separated Divorced	Widowed	Other	Decline To Answer
Survey I	320	9%	74%	9%	5%	---	3%
Survey II	41	5%	68%	22%	5%	---	--

A significantly higher percentage of "career motivated" women, interviewed by phone, were separated or divorced.

TABLE 39: HEAD OF HOUSEHOLD (SELF-IDENTIFIED)

	Total #	Female-Head	Non-Female Head	Decline To Answer
Survey I	320	17%	78%	5%
Survey II	41	29%	71%	--

The percentage of career motivated women who identified themselves as the "head of household" was almost twice the number who so identified in Survey I.

TABLE 40: CHILDREN BY AGE

	Total #	- 2 yrs.	3-5 yrs.	6-12 yrs.	13-15 yrs.	16-18 yrs.
Survey I	225	31%	30%	52%	28%	25%
Survey II	32	7%	29%	68%	32%	44%

78 percent of the women contacted by phone (Survey II) had children living at home while 70 percent of the general sample (Survey I) had children in the home.

Survey II women had older children. Significantly, only 7% of the women had children under the age of 2 years and 44% had children who were 16-18 years old. This difference may indicate that "career motivated" women, or those who contacted PROJECT CAREERS, may have felt free to pursue a career because of the ages of their children, i.e., fewer women had infants under the age of 2 years and a greater number of women had at least one child 16-18 years old who could theoretically baby sit younger children in the home.

TABLE 41: KNOWLEDGE OF FOREIGN LANGUAGE

	Total #	Speak Spanish	Read	Write
Survey I	320	26%	15%	26%	21%
Survey II	41	34%	27%	32%	32%

Approximately 1/3 of the women who contacted PROJECT CAREERS speak another language as opposed to approximately 1/4 of the Survey I respondents. Spanish is spoken by 27% of the Survey II women as opposed to 15% of the Survey I women.

FINDINGS OF SURVEY II

CAREER STATUS

TABLE 42: OCCUPATION: (CATEGORIES BASED ON OCCUPATION OF SURVEY II RESPONDENTS)

	Total #	Homemaker	Professional	Manager	Clerical	Operator	Servic
Survey I	320	63%	14%	3%	7%	1%	--
Survey II	41	49%	7%	7%	22%	2%	10%

Fewer women who contacted PROJECT CAREERS identified their primary occupation as "homemaker," although this category did apply to 49% of these women. Fewer Survey II women identified themselves as "professional." It should be noted that 22% of the Survey II women were "clerical" personnel as opposed to only 7% of the Survey I women. Further 10% of the Survey II women were service workers while the Survey I women did not state this type of work.

TABLE 43: EMPLOYMENT STATUS:

	Total #	Employed Full-Time	Employed Part-Time	Not Employed Not Seeking Work	Not Employed Actively Seeking Work
Survey I	320	27%	10%	44%	12%
Survey II	41	34%	20%	29%	17%

Significantly, the women who contacted PROJECT CAREERS were employed in greater numbers than the Survey I woman. More of the "career motivated" women were already working full or part time. 17% of the unemployed Survey II women were actively seeking work as opposed to the Survey I women.

TABLE 44: PRIOR EXPERIENCE WITH SKILL TRAINING

	Total #	Have Completed	Have Not Had Or Have Not Completed
Survey I	320	27%	73%
Survey II	41	17%	83%

Fewer than one woman in five, who originally contacted PROJECT CAREERS have had skill training as compared with one woman out of four contacted in the random Survey I.

TABLE 45: USED SKILL TRAINING

	Total #	Have Used	Have Never Used	No Response To Question
Survey I	86	74%	23%	3%
Survey II	7	71%	29%	--

Approximately 3/4 of the women in Survey I who had completed training have used their training at one time or another throughout their lives. The women who contacted PROJECT CAREERS are not significantly different in this respect.

FINDINGS OF SURVEY II

PREFERENCES

TABLE 46: EMPLOYMENT PREFERENCE: (HOURS PER WEEK)

	Total #	-0- Hours	1-10 Hours	11-20 Hours	21-39 Hours	40 Hours	40 Hours +
Survey I	320	15%	12%	26%	18%	22%	3%
Survey II	41	7%	5%	24%	24%	38%	7%

Women who contacted PROJECT CAREERS were more serious about working. 38% of the Survey II women wished to work full time, as compared to only 22% of the Survey I women. Only 12% of the Survey II women wished to work 0-12 hours per week, while 27% of the Survey I women preferred to work this number of hours. In addition a greater percentage of Survey II women wished to work more than 40 hours per week.

DESIRE FOR FURTHER EDUCATION OR TRAINING:

93% of the "career motivated" women wished to continue their education, as opposed to 77% of those who were randomly selected throughout the MAEP district. There is a significant difference in the type of program desired by the two groups of women.

TABLE 47: PROGRAM PREFERENCE: (1ST CHOICE)

	Self Improvement	Academic	Career Information	Career Skill Training
Survey I	57%	12%	7%	23%
Survey II	16%	13%	37%	34%

71% of the women who contacted PROJECT CAREERS were primarily interested in career related programs, as opposed to only 30% of the MAEP women. It is interesting to note that the greatest percentage of women who contacted PROJECT CAREERS wanted Career Information, while that same program area was least wanted by the typical Survey I woman. In both groups of women, Career Skill Training was the second most frequently chosen program area.

SURVEY II ONLY

TABLE 48: CLASS PREFERENCE

Type of Class	# Who indicated choice
Self-Improvement:	
a. Homemaking skills	60
b. Crafts, hobbies	38
c. Cultural (art, music, lit.)	34
Academic:	
a. Mathematics	44
b. English	42
c. Business	36
Career Information:	
a. Personal counseling	116
b. Vocational or aptitude testing	75
c. Information about career opportunities	68
Career Skill Training:	
a. Clerical	108
b. Medical/dental	76
c. Business machines	71

TABLE 49 : TIME OF DAY PREFERENCE

	Morning	Afternoon	Evening	Weekend
Survey I	38%	14%	43%	6%
Survey II	32%	13%	37%	19%

Survey II women and Survey I women preferred evening classes most frequently and morning classes second most frequently. Significantly different for Survey II women. The number of responses for weekend classes are 19% or approximately 1 out of 5 women would choose to take classes/training on weekends.

TABLE 50: TIME FOR INSTRUCTION PREFERENCE

	1 - 2 Hours	3 - 4 Hours	5 - 8 Hours	8+
Survey I	26%	55%	13%	4%
Survey II	8%	68%	18%	5%

This table indicates that Survey II women, as a group, want to spend more time in class/training.

TABLE 51: METHOD OF INSTRUCTION PREFERENCE

	Traditional Classroom	Small Group	TV	Short Workshops
Survey I	23%	55%	2%	18%
Survey II	26%	50%	--	24%

Both the PROJECT CAREERS women and the typical MAEP women prefer "small groups with individualized instruction and the non-traditional "short workshops or seminar," to the "traditional classroom" situation. Survey II women prefer "traditional classroom" and "short workshop/seminars" in about equal numbers.

TABLE 52: LOCATION PREFERENCE

	Home	Elementary School	High School	Neighborhood Community Ct.	College	Training School Business
Survey I	6%	26%	41%	12%	10%	4%
Survey II	--	11%	47%	8%	21%	13%

The women who originally contacted PROJECT CAREERS had significantly different prefernces regarding the location of classes. The majority preferred the local high school which is also the most frequently cited location given by women throughout MAEP. Interestingly, a college campus was the second most frequent response of Survey II women, while it was the fourth most frequent response of Survey I women. The third most frequent response for Survey II women was a "training school" or business facility with 13% preferring these locations. Only 4% of the Survey I women preferred these locations.

TABLE 53: SUPPORT NEEDS

	Total #	No Need	Child-Care	Transportation	Financial	Counseling
Survey I	264	45%	60%	18%	32%	45%
Survey II	38	16%	19%	13%	34%	66%

This table indicates a striking difference in the needs of Survey I and Survey II women. Counseling services are most frequently cited by Survey II women. Counseling services are most frequently cited by Survey II women as a personal need associated with continuing education or training. Financial assistance would be needed by approximately 1/3 of the women.

NOTE: Women were allowed to identify more than 1 need, thus the percent of women with needs will total more than 100%.

TABLE 54: CITIZENSHIP CLASS PREFERENCE

	Total #	Wish To Take Citizenship Classes
Survey I	320	3%
Survey II	41	5%

JOSEPH C BELLENGER
Assistant Superintendent

SAN JOSE UNIFIED SCHOOL DISTRICT
Telephone (408) 293-5303
1605 PARK AVENUE
SAN JOSE, CALIFORNIA 95126

CHARLES S. KNIGHT
Superintendent of Schools

March 21, 1975

This letter is a note of introduction for an interviewer from Project Careers. Project Careers is a research program sponsored by the federal government through the Metropolitan Adult Education Program.

During 1975 we will design and run an experimental project for women who want help with their careers - whether that means jobs or the fulfillment of a non-paying career.

The program that will be offered must meet the needs of women as determined by this survey. You have been selected as one of the 300 women to respond to our needs assessment questionnaire. Your help in stating the career needs of women will be most appreciated.

If you have any questions about this project, call Lynn McCord at 998-3020. She is coordinating these interviews and would be glad to explain things further.

Thank you for helping with this survey.

Joseph C. Bellenger
Director, Project Careers

JCB/pag

Interviewer_____
Date _____
Time of Interview_____
Language of Interview_____
School District_____
Census Tract_____

1. ( ) 1. Have you received a schedule of classes from Metropolitan Adult Education?

   a. yes
   b. no

2. ( ) 2. Have you completed any classes at Metropolitan Adult Education?

   a. yes
   b. no

INSTRUCTION: IF ANSWER TO #2 IS "NO", Please write N/A and skip to # 5.

3. ( ) 3. What was the last course which you completed at Metropolitan Adult Education?

   _____

   (If not applicable, please indicate.)

4. ( ) 4. When did you complete the course?

   a. N/A
   b. prior to 1970
   c. 1970 - 71
   d. 1972 - 73
   e. 1973 - 74
   f. 1975

5. ( ) 5. Have you ever completed a training or educational program that led to a certificate? (For example, a union card, secretarial school, social work certificate, etc.)

a. yes
b. no

INSTRUCTION: IF ANSWER TO # 5 IS " NO "..Please write N/A and skip to # 11.

6. ( ) 6. What type of certificate did you receive?

_____

7. ( ) 7. Have you ever used your certificate or training in a job?

a. N/A
b. yes
c. no

INSTRUCTION: If answer to # 7 is "NO", Please write N/A and skip to # 10,

8. ( ) 8. If you are now employed, was the certificate or training required for your present job?

a. N/A
b. yes
c. no
d. decline to answer

9. ( ) 9. If you have used your certificate or training in the past, but are not using it now, which answer best describes your reason?

a. N/A
b. family
c. jobs were not available in my field of training
d. jobs in my field of training did not pay enough
e. jobs in my field of training did not interest me
f. other

10. ( ) 10. If you have never used your certificate or training, which answer best describes your reason? (Please choose one)

a. N/A
b. family
c. jobs were not available in my field of training
d. jobs in my field of training did not pay enough
e. jobs in my field of training did not interest me
f. other

11. ( ) 11. Would you like to continue your education or take special training?

a. yes
b. no
c. don't know

INSTRUCTION: If answer to #11 is "NO", write N/A _____, and turn to page 5.6.

12. On this page and the follcwing page, we have listed some general program areas and some classes which might be available in each program.

Please look at all program areas and tell me which program (program titles are written in Capital letters) you would choose first (1st), second (2nd), and third (3rd). If you would like a program which is not listed, please tell me. We will write the specific program area in the OTHER section.

After you tell me which programs you would choose , please tell me what are your first (1st), second (2nd), and third (3rd) choice of classes in each program. If you would like a class which is not listed, please tell me. We will write the specific class/classes in the OTHER section.

12 a. SELF IMPROVEMENT

Choice ( )

Please indicate 1st choice, 2nd choice, 3rd choice of classes

1. homemaking skills ____
2. consumer education ____
3. money management ____
4. personal family information ____
5. crafts, hobbies ____
6. cultural (art, music literature) ____
7. driver training ____
8. community information ____
9. physical fitness ____
10. women's studies ____
11. second language ____
12. religious studies ____
13. current events ____
14. rap sessions, discussion groups ____
15. other _____

other (cont.) _____

12 b. ACADEMIC

Choice ( )

Please indicate 1st choice, 2nd choice, 3rd choice of classes

1. GED or high school equivalent ____
2. English ____
3. Mathematics ____
4. Science ____
5. Social Sciences ____
6. Business ____
7. Law ____
8. History ____
9. Political Science ____
10. Economics ____
11. Language ____
12. Home Economics ____
13. Art ____
14. P.E. ____
15. other _____

other (cont.) _____

12 c. CAREER INFORMATION

Choice ( )

Please indicate 1st choice, 2nd choice, 3rd choice of classes

1. Information about carrer opportunities, requirements ____
2. Vocation or aptitude testing ____
3. Personal counselling ____
4. How to set career goals ____
5. Information about bi-lingual bi-cultural training programs ____
6. How to achieve career goals ____
7. How to get a job ____
8. How to enter traditional male jobs ____
9. How to re-enter the job market ____
10. Other _____

other (cont.) _____

12 d. CAREER SKILL TRAINING

Choice ( )

Please indicate 1st choice, 2nd choice, 3rd choice of classes

1. clerical ____
2. business machines ____
3. electronic assembly ____
4. grocery clerk ____
5. carpentry ____
6. management training ____
7. commercial art ____
8. medical, dental ____
9. computer processor ____
10. drafting ____
11. real estate ____
12. landscaping ____
13. day care ____
14. small business ____
15. other _____

12 e. OTHER

Choice ( )

Please indicate 1st choice, 2nd choice, 3rd choice of classes

1. _____
2. _____
3. _____

13. ( ) 13. If you could take the program of your choice, what time would you choose?

a. weekday morning
b. weekday afternoon
c. weekday evening
d. weekend morning
e. weekend afternoon

14. ( ) 14. If you could take the program of your choice, how much time per week could you spend in the actual program?

a. None
b. 1 - 2 hrs.
c. 3 - 4 hrs.
d. 5 - 8 hrs.
e. more than 8 hrs.

15. ( ) 15. If you could take the program of your choice, what method of instruction would you choose?

a. traditional classroom
b. small group/individualized instruction
c. TV classes
d. radio classes
e. short workshops/seminars
f. other

16. ( ) 16. If you could take the program of your choice, what location would you choose?

a. in my home
b. local elementary school
c. local high school
d. local community neighborhood center
e. college/university campus
f. special training school
g. business or industrial facility
h. other

17. ( ) 17. If you could take the program of your choice, in what length of time would you choose to complete instruction?

a. less than 3 months
b. 3 months
c. 4 - 6 months
d. 7 months - 1 year
e. 1 year or more

18. ( ) 18. If you could take the program of your choice, would you need: (choose 1 or more)

a. child care
b. transportation
c. financial aid (money for tuition, books, child-care, etc.)
d. counseling services
e. no need
f. other _____

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In order for your information to be helpful, we would like to ask some questions about you.

19. ( ) 19. What is your age?

a. 18 - 25
b. 26 - 35
c. 36 - 45
d. 46 - 60
e. over 60
f. decline to answer

20. ( ) 20. What is your family situation, right now?

a. single, never married
b. married
c. divorced, separated
d. widowed
e. other
f. decline to answer

21. ( ) 21. Are you the head of this household?

a. yes
b. no
c. decline to answer

22. ( ) 22. How many people live in this household?

a. 1 person
b. 2 people
c. 3-4 people
d. 5-6 people
e. 7-8 people
f. 9-10 people
g. more than 10 people
h. decline to answer

23. ( ) 23. Are they all part of your family?

a. yes
b. no
c. decline to answer

24. ( ) 24. Do you have any children who live here with you?

a. yes
b. no
c. decline to answer

INSTRUCTION: IF ANSWER TO #24 IS NO, Write N/A and skip to #26

25. ( ) 25. If you have children living here how old are they?

Interviewer: Please write age of each child.

_____ 77

26. ( ) 26. How much education have you had?

a. less than grade school graduation
b. grade school graduation
c. less than high school graduation
d. high school graduation
e. some college
f. college graduation
g. higher college degree
h. decline to answer

27. ( ) 27. What is your primary occupation (Please indicate 1.)

a. homemaker
b. student
c. professional, technical
d. manager, administration
e. sales worker
f. clerical
g. craftsman, foreman
h. equipment operator
i. transportation operator
j. laborer
k. farm laborer
l. service worker
m. volunteer
n. decline to answer

28. ( ) 28. For whom are you working?

a. private industry/agency
b. government
c. self-employed
d. unpaid family worker
e. other
f. decline to answer

29. ( ) 29. What is your employment situation right now?

a. employed, full time
b. employed, part time
c. not employed, not seeking work
d. not employed, actively seeking work
e. other
f. decline to answer

30. ( ) 30. Is your employment seasonal?

a. yes
b. no
c. decline to answer

INSTRUCTION: If answer to # 29 is "EMPLOYED", write N/A in the next question, and skip to #32.

31. ( ) 31. If you are not employed, when were you last employed?

a. never
b. less than 6 months ago
c. 7-12 months ago
d. 13 months or more
e. other

---

32. ( ) 32. If you had a choice, how much time per week would you like to work?

a. none
b. 1-10 hrs.
c. 11-20 hrs.
d. 21-39 hrs.
e. 40 hrs.
f. more than 40 hrs.
g. decline to answer

INSTRUCTION: IF ANSWER TO #32 is NONE, please write N/A and skip to #34.

33. ( ) 33. If you had a choice, where would you like to work?

a. N/A
b. at home
c. out of the home
d. no preference

34. ( ) 34. Do you speak another language besides English at home?

language_____

a. yes
b. no
c. decline to answer

35. ( ) 35. Do you read another language besides English?

language_____

a. yes
b. no
c. decline to answer

36. ( ) 36. Do you write another language besides English?

language_____

a. yes
b. no
c. decline to answer

37. ( ) 37. Would you like to take citizenship classes?

a. yes
b. no
c. decline to answer

38. ( ) 38. What is your ethnic or racial background?

a. Mexican-American or Chicana
b. Black
c. American Indian
d. Anglo (non-minority)
e. Asian American
f. other _____
g. decline to answer

39. ( ) 39. Which letter (a,b,c,d,) best describes your family's total income for last year?

a. under $6,000
b. $6,000 - $15,000
c. above $15,000
d. decline to answer

40. ( ) 40. Which letter or letters (a,b,c, etc.) best describes the source of your family income for last year? (Choose 1 or more.)

a. earnings
b. alimony
c. public assistance
d. other (Soc. Security, pensions, annuities, unemployment, etc.)
e. decline to answer

41. ( ) 41. After we have tabulated the questionnaires in our survey, we will write a short report. Would you like to receive a copy of the report?

a. yes
b. no

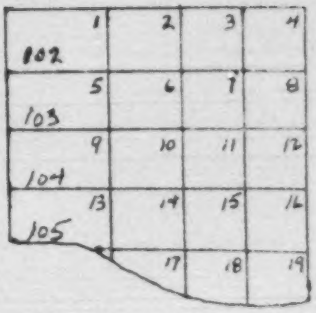
Address _____

City _____ Zip Code _____

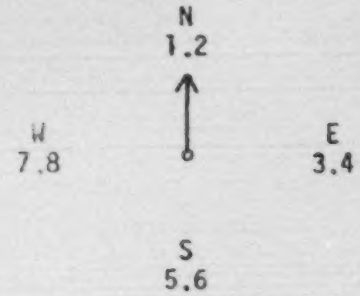
Thank you very much for your time and assistance in helping the Project Careers Survey of the Metropolitan Adult Education Program.

PROJECT CAREERS SURVEY
March 24, 1975

RANDOM WALK INSTRUCTIONS



CENSUS TRACT 5000



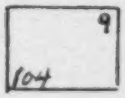
COMPASS

STEP

1 PREPARATION

1. Locate your census tract on the map. In pencil, lightly number each block in the upper right hand corner.

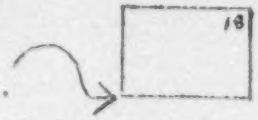
RULE: ALWAYS START AT SW CORNER OF THE BLOCK



2 HOW TO GENERATE A BLOCK

1. Select a number from the random table, ex. 2 [18]
Using the last two numbers, locate the block identification number which you numbered on the map.

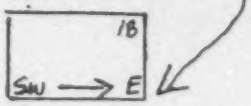
2. Go to SW corner.



3. HOW TO GENERATE A DIRECTION

Once you have chosen a block and are at the SW corner, you will need to know what direction to go in.

1. Select a number from the random table, ex. 11 [4]
Using the last number only, refer to the compass. [4] indicates east.



2. As you are going east, interview every 10th dwelling unit until you come to an intersection.

IMPORTANT: WHEN YOU COME TO AN INTERSECTION, ANY INTERSECTION, YOU MUST GENERATE A NEW DIRECTION. (REFER TO STEP # 3)

3. When your map indicates that you are at a census tract boundary, your walk is terminated.

4. To begin a new walk, refer to step # 2 - "HOW TO GENERATE A BLOCK" - and repeat this process until you have completed the number of interviews which you need for each census tract.

RULES

1 Always start at the SW corner of every block you generate.

2 Always go to every 10th dwelling. If you change direction, keep track of how many dwellings you have counted.

3 Never retrace your direction.

4 If, after generating 3 direction numbers, you still do not have a direction which you can use, generate a new block.

5 If no one is home, make one call-back. If no one is home the second time, do not go back to the same house again. Generate another walk.

6 If you cannot determine where the SW corner of the block is, (for example, a curved street) face the houses on the block and always go right to the first intersection.

IMPORTANT TO REMEMBER

1 At apartment houses, count mailboxes.

2 A cul de sac is not an intersection.

3 In generating a new block, use the last two numbers.

4 In generating a new direction at each intersection, use last number only.

TABLE: SELECTED CHARACTERISTICS OF SAMPLE CENSUS TRACTS USED IN METROPOLITAN ADULT EDUCATION CAREER DEVELOPMENT NEEDS OF WOMEN SURVEY, MARCH - APRIL 1975

CENSUS TRACTS	TOTAL POP AGED 18-44 YEARS	TOTAL POP SSL	TOTAL POP WIDOWED, DIVORCED, SEPARATED	TOTAL HOUSE-HOLDS WITH FEMALE HEAD	TOTAL POP EMPLOYED FEMALES	TOTAL HOUSE-HOLDS BELOW POVERTY
	%	%	%	%	%	%
CAMPBELL UNION HIGH SCHOOL DISTRICT						
DISTRICT	39 %	10 %	11 %	17 %	34 %	6 %
5021.01	41 %	13 %	12 %	20 %	39 %	5 %
5029.04	39	13	8	13	34	5
5063.02	39	9	11	17	37	4
5063.03	53	10	14	23	41	7
5066.02	45	12	9	14	36	6
SANTA CLARA UNIFIED SCHOOL DISTRICT						
DISTRICT	41 %	18 %	11 %	18 %	36 %	7 %
5050	39 %	23 %	11 %	13 %	35 %	7 %
5054.01	36	16	12	18	38	9
5061.01	37	8	6	9	36	4
5061.02	41	16	10	15	38	3
5085.02	48	10	12	19	39	5
MILPITAS UNIFIED SCHOOL DISTRICT						
DISTRICT	40 %	19 %	8 %	11 %	36 %	6 %
5044.01	38 %	24 %	6 %	8 %	34 %	6 %
5044.02	44	9	10	16	40	14
5045.01	35	26	15	14	35	3
5045.02	50	9	15	9	36	7
EASTSIDE UNION HIGH SCHOOL DISTRICT						
DISTRICT	39 %	32 %	9 %	13 %	31 %	8 %
5015	40 %	48 %	17 %	25 %	31 %	21 %
5031.02	39	41	13	18	36	8
5032.02	36	41	9	14	32	25
5039	37	34	9	12	36	8
5042	31	12	10	12	33	5
SAN JOSE UNIFIED SCHOOL DISTRICT						
DISTRICT	41 %	23 %	14 %	23 %	33 %	13 %
5006	34 %	24 %	23 %	32 %	43 %	12 %
5024	31	15	15	24	38	8
5030.03	40	11	6	8	32	4
5036.01	38	56	14	20	33	11
5058	33	12	14	23	40	7

PREPARED BY ECONOMIC & SOCIAL OPPORTUNITIES, INC (MC CORD)

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